DOCUMENT RESUME

ED 477 287 RC 024 105

AUTHOR Harrison, Barbara

TITLE Collaborative Programs in Indigenous Communities: From Fieldwork to Practice.

ISBN ISBN-0-7591-0060-8

PUB DATE 2001-00-00

NOTE 263p.

AVAILABLE FROM Altamira Press, A Division of Rowman & Littlefield Publishers, Inc., 1630 North Main St., #367, Walnut Creek, CA 94596 (cloth: ISBN-0-7591-0060-8, $72; paper: ISBN-0-7591-0060-6, $26.95). Tel: 800-462-6420 (Toll Free); Web site: http://www.altamirapress.com.

PUB TYPE Books (010) -- Guides - Non-Classroom (055) -- Reports - Descriptive (141)

EDRS PRICE Document Not Available From EDRS.

DESCRIPTORS *Alaska Natives; American Indian Education; *Community Involvement; Community Programs; *Cooperative Programs; Educational Research; Elementary Secondary Education; Foreign Countries; Indigenous Populations; *Maori (People); *Participatory Research; Planning; *Program Development; School Community Relationship

IDENTIFIERS Alaska; New Zealand

ABSTRACT

This book is intended for fieldworkers or researchers and indigenous communities who are planning collaborative projects or research. Narratives of educational projects in Alaska Native and New Zealand Maori communities illustrate the ways that collaborative projects were developed in indigenous communities in the late 20th century. To illuminate the commonalities between Alaska Native and Maori communities, the first chapter provides brief summaries of the history of contact and of relevant policy development in the United States, Canada, Australia, and New Zealand. The rest of part 1 discusses the literature on collaborative programs in indigenous communities, describes personal characteristics and attitudes of effective fieldworkers, and presents guidelines for planning and designing collaborative programs. Part 2 begins by summarizing the guidelines in outline form, then uses them to reflect on the strengths and weaknesses of programs undertaken between 1977 and 1996 in Alaska and New Zealand. These programs were the Small High Schools Project, in which graduate students lived in Alaska Native villages to document development of new state-mandated rural high schools; pilot projects by the University of Alaska system to provide teacher training to indigenous speakers in their home villages; research by teachers and an outside researcher to document a successful, small, rural, Alaska Native school; case study of a Maori-immersion elementary school by an outside researcher; establishment of a job training center in a Maori community; and other Maori community projects. An appendix presents a draft declaration on the rights of indigenous peoples. (Contains 114 references and author and subject indexes.) (SV)

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